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AUTHOR Vivona, Carol
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ABSTRACT

This report from the Adamsville Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 24 findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions generated from these findings are the following: (1) both reading and math scores were above the norm for the school system; (2) in both subjects there was a significant improvement in scores; (3) the systemwide goal of having at least 50 percent of students score at or above the national norm was met for reading in grades 2-7, and for math in grades 1, 2, 4, and 7; (4) there was partial success in achieving the state averages for reading and math; (5) second-graders succeeded in meeting publishers' recommendations for progress in reading, but first-graders did not; and (6) only grades 1, 2, and 4 met the goals for progress in the math program. Commendations are suggested for the principal and faculty in light of these increases in student achievement. Careful adherence to the school plan is recommended in order to insure increased progress in math. Descriptive statistics and test scores are presented in 17 tables. (VM)

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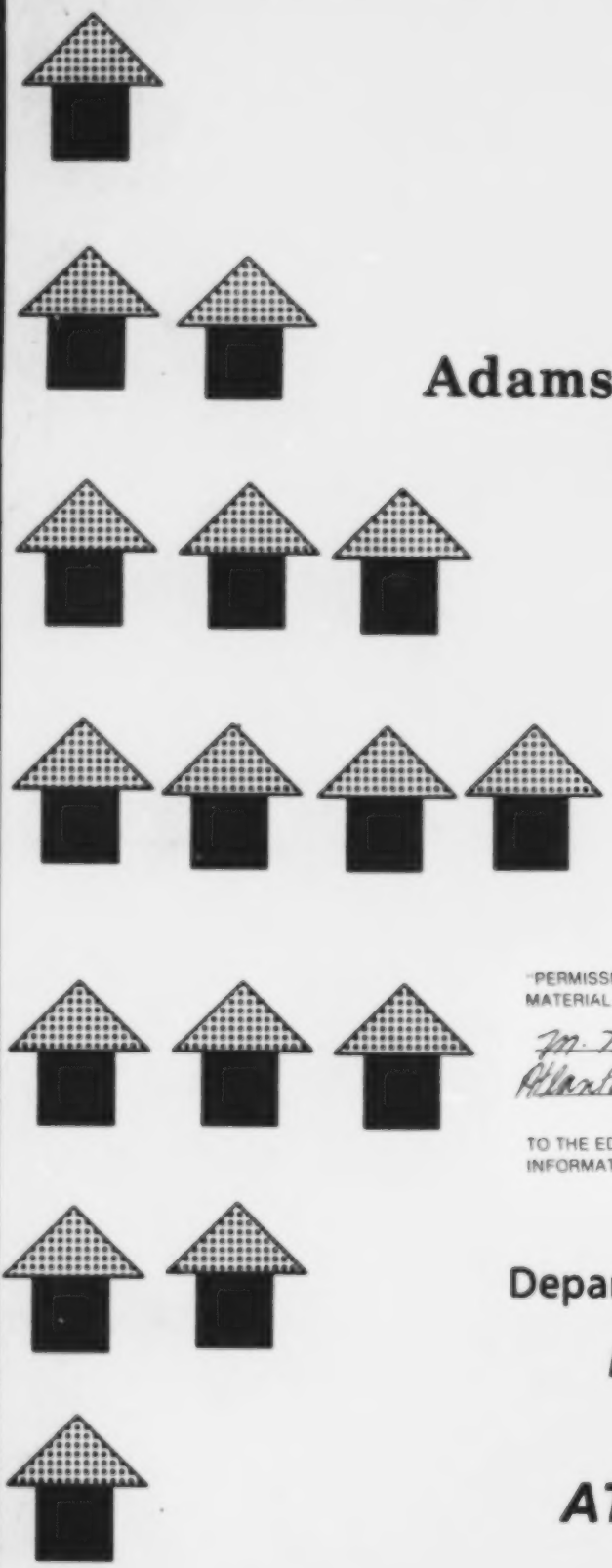

Adamsville Elementary School
School Report
1986-87

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Department of Research and Evaluation

DIVISION OF CURRICULUM AND RESEARCH SERVICES

ATLANTA PUBLIC SCHOOLS

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ADAMSVILLE ELEMENTARY SCHOOL
1986-87 SCHOOL REPORT
(Carol Vivona, Research Assistant)

The School Report is designed to provide information about the school's achievement primarily in reading and mathematics based on objective data. The report is not intended to represent all of the activities and accomplishments for the school year. Information is presented in two forms -- a narrative analysis followed by accompanying data sheets.

FINDINGS

General Descriptive Characteristics

1. There has been a consistent decline in enrollment since 1982-83.

2. Approximately 14 percent of the school population participated in the Chapter I Compensatory Reading or Mathematics Program.

3. Almost 60 percent of the kindergarten students had day care experiences.

4. All first graders attended kindergarten.

5. The percentages of students new to the system and new to Adamsville were less than those of the system.

6. Student mobility has steadily increased but remained below the system's mobility rate.

7. Student attendance remained stable and was above that of the system.

8. Staff attendance decreased and was below that of the system.

9. Based on the fall screening results, the readiness level of entering kindergarten students at Adamsville was very similar to the readiness level of the kindergarten population systemwide.

10. By the end of the year, 86 percent of the kindergarten students had completed and mastered Getting Ready to Read, a requirement for progression to first grade.

11. The percentage of students completing all of the basal reading magazines expected for the year was above that of the system at all grade levels.

12. The percentage of students completing the entire mathematics basal book was above that of the system in the first, second, fourth and fifth grades. However, at the seventh grade, none of the students completed the entire book. The average number of units completed was 7 out of 14.

13. There was a considerable increase in the percent of kindergarten students scoring above the national norm on the California Achievement Tests (CAT) in reading. There was a slight decline in the area of mathematics. In both areas, student

performance was slightly below the system average. However, well over half of the students were achieving above the national norm.

14. The percentage of students scoring at or above the national norm on the Iowa Tests of Basic Skills (ITBS) increased considerably in both reading and mathematics. In both of these areas, the percentage of students scoring at or above the national norm was at or above the system average. Over 50 percent of the students in the second through the seventh grade were at or above the national norm in reading. In mathematics, over 50 percent of the students in the first, second, fourth, and seventh grades were at or above the national norm.

15. Two-year matched ITBS scores reflected positive gains in the percentages of students at or above the national norm in both reading and mathematics at all grade levels except third and fifth.

16. On the social studies subtest, the median percentile rank on the ITBS was above the national norm and above that of the system in each of the grades tested (second, fourth, and seventh).

17. Likewise, on the science subtest the median percentile rank also was above the national norm and equal to or above that of the system in each of the grades tested.

18. The average normal curve equivalent (NCE) scores of students participating in the compensatory reading and mathematics programs reflected substantial growth in achievement in both reading and mathematics. These gains were greater than those made by similar project participants systemwide.

19. Those students not receiving compensatory instruction exhibited an average NCE gain in reading but a loss in mathematics.

20. The average scale score of first grade students on the Georgia Criterion-Referenced Tests (GCRT) decreased slightly from that of the previous year but remained above the system and state averages in both reading and mathematics.

21. The percentage of third graders passing the GCRT in reading the first-time tested decreased from that of the previous year. The percentage passing was above that of the system but below that of the state. There was a significant decrease in the percentage of students passing the mathematics portion of the test. The percentage passing was below that of both the system and state.

22. Based on the average scale score on the GCRT, the performance of the sixth grade students increased substantially from that of the previous year in both reading and mathematics. The average scale score in reading was above both the system and state averages in reading. In mathematics, it was above the system average but below the state average.

23. The average number of minimum skills mastered was equal to or above the system average in reading in all grades except third and in mathematics in all grades except third and sixth. However, based on the progression status report, minimum skills data for the third grade appear to be incorrect.

24. The percentage of students meeting progression requirements was above that of the system at all grades except second and sixth.

CONCLUSIONS

1. Based on the percentage of students scoring at or above the national norm, the overall level of student achievement at Adamsville remained considerably above that of the system in both reading and mathematics.

2. Significant growth in achievement scores was evident in both reading and mathematics.

3. The systemwide goal of having at least 50 percent of the students scoring at or above the national norm was met in reading in grades two through seven and was met in mathematics in the first, second, fourth, and seventh grade.

4. The systemwide goal of reaching the state average on the GCRT was met in the first grade in both reading and mathematics. At the third grade it was not met in either area. At the sixth grade, the goal was met in reading but not in mathematics.

5. Basal progress continues to be stronger in the area of reading. Students in grades two through seven met the system's goal. More than half of the students at these grade levels progressed according to the publisher's recommendations. Although first grade students did not meet the goal, their progress exceeded that of the system.

6. The goal for student progress in the basal mathematics programs was that at least half of the students should cover all of the material during the year. This goal was met only in the first, second and fourth grades.

RECOMMENDATIONS

The principal and faculty should be commended for the significant growth in student achievement in both reading and mathematics. The specific strategies incorporated in the school plan should be followed carefully to insure an increase in the rate of student progress with mastery in the mathematics basal program.

Division of Curriculum and Research Services
Research and Evaluation
September 28, 1987

1986-87
DATA DESCRIPTION SHEET
FOR ELEMENTARY SCHOOLS

General Descriptive Characteristics

The data in this report provide an overview of enrollment and staff/school factors.

Kindergarten Ready Steps Screening Results

All students are screened upon entry into kindergarten using the Ready Steps Language Survey. This instrument is an individually administered series of tasks designed to diagnose student proficiency in ten essential reading readiness skill areas. Mastery of these same ten skills also represents partial fulfillment of the kindergarten pupil progression requirements in reading.

Kindergarten Basal Readiness Progress

A goal of the kindergarten program is that students will complete and successfully master the readiness level of the Houghton Mifflin Series, Getting Ready to Read. The data reported reveal the progress of students by the end of the school year.

Summary Report of Basal Progress (Reading and Mathematics)

The data in the basal progress reports are based on the number of basal reading magazines and mathematics chapters reported as completed during the year. The expected number of magazines/chapters per grade are based on the publisher's recommendation for the amount of material to be covered on grade level in one year.

Norm-Referenced Test Data

Unmatched data reflect the test performance of students enrolled at the school and having available test scores at the end of the school year. Matched test data reflect longitudinal test performance for students enrolled at the school and having available test scores for both 1986 and 1987. The following terms are used to report performance:

National Norm - A score which corresponds to the 50th percentile in the national norming sample.

Median Percentile - One-half of the students scored above this score and one-half scored below this score.

Mean G.E. - This score is the average of the grade equivalent (GE) scores reported for students.

Normal Curve Equivalent (NCE) - An equal interval scale that extends from 1 to 99 and has a mean of 50.

California Achievement Tests (CAT) - Unmatched

The CAT was a requirement of the state testing program for all kindergarten students.

Iowa Tests of Basic Skills (ITBS) - Unmatched and Matched

The complete battery of the ITBS is administered to grades 1 through 7. In addition, the science and social studies tests are administered to grades 2, 4, and 7 as a requirement of the state testing program.

Project and Non-Project Results - Matched

Project test data reflect the reading and mathematics performance of students who participated in compensatory programs, such as Chapter I/II and the Remedial Education Program (REP), or special programs, such as the Computer Curriculum Corporation (CCC) labs. Non-project test data reflect the performance of students who did not participate in the identified project(s). Only students having available scores for both 1986 and 1987 are included in the analysis.

Georgia Criterion-Referenced Tests (GCRT)

The criterion-referenced tests measure mastery of state-identified objectives for grades 1, 3, and 6. Results are reported in terms of student mastery or students needing additional instruction, mean scale scores, and the percentage of students passing (third grade only). Third graders statewide were required to achieve a scale score of 182 in reading and 184 in mathematics in order to be eligible for promotion.

Progression Policy Results

The progression policy for grades K-7 determines promotion or non-promotion. The mastery of specified minimum skills in reading and mathematics and the completion of a specified level of the basal reader are required for promotion. In addition, third graders were required to pass the GCRT.

09/02/87

ADAMSVILLE ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

GRADES (K-7)

ACTIVE ENROLLMENT (END OF YEAR)

	1982-83	1983-84	1984-85	1985-86	1986-87	DIFFERENCE 2 YEARS	PER CENT	5 YEARS	PER CENT
SCHOOL	746	658	641	630	626	-4	-.6	-120	-16.1
ALL ELEM	36,561	36,287	36,471	37,967	37,940	-27	-0.0	1,379	3.8

STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	SCHOOL PER CENT	SYSTEM NUMBER	SYSTEM PER CENT
NUMBER/PER CENT OF TEACHERS:				
LOAD REQUIRED	27.0	76	1654.0	72
LOAD EXEMPT	8.5	24	640.2	28
TOTAL	35.5	100	2294.2	100
NUMBER/PER CENT OF PROJECT PARTICIPANTS:				
COMPENSATORY READING	90	14	5542	15
COMPENSATORY MATH	42	7	4850	13
K-GARTEN - APS DAY CARE	6	6	877	15
K-GARTEN - NON-APS DAY CARE	52	53	2430	41
K-GARTEN - NO DAY CARE TO 6 MOS. DAY CARE	41	41	2652	45
FIRST GRADE - APS K-GARTEN	84	93	5801	89
FIRST GRADE - NON-APS K-GARTEN	6	7	627	10
FIRST GRADE - NO K-GARTEN	0	0	123	2
PUPIL-TEACHER RATIO	23.2		22.9	
NUMBER/PER CENT OF PUPILS NEW TO APS	58	9	3840	10
NUMBER/PER CENT OF PUPILS NEW TO SCHOOL	139	22	10469	28
MOBILITY INDEX:				
1984-85	.20		.29	
1985-86	.24		.30	
1986-87	.26		.30	
PER CENT PUPIL ATTENDANCE:				
1984-85		96.2		94.9
1985-86		96.2		95.1
1986-87		96.0		94.7
PER CENT CERTIFIED STAFF ATTENDANCE:				
1984-85		92.5		93.3
1985-86		93.7		94.0
1986-87		92.9		94.9

8/17/87

ADAMSVILLE ELEMENTARY SCHOOL

READY STEPS LANGUAGE SURVEY
KINDERGARTEN SCREENING RESULTS
FALL 1986

	PERCENT OF STUDENTS MASTERING EACH SKILL										AVERAGE NUMBER SKILLS MASTERED 1-10	N
	1	2	3	4	5	6	7	8	9	10		
SCHOOL	93	96	74	81	75	68	49	79	74	82	8	91
SYSTEM	86	96	64	88	59	67	48	84	78	88	8	5,856
DIFF	7	0	10	-7	16	1	1	-5	-4	-6	0	

8/14/87

ADAMSVILLE ELEMENTARY SCHOOL

SUMMARY REPORT OF KINDERGARTEN BASAL PROGRESS
READING READINESS
1986-87

	PREREADINESS		GETTING READY TO READ ONLY						TOTAL N
			NOT COMPLETED		COMPLETED				
					NOT MASTERED		MASTERED		
	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	
SCHOOL	3	3	1	1	9	10	79	86	92
SYSTEM	560	10	496	8	346	6	4,475	76	5,877

7/08/87
ADAMSVILLE ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Reading
1986-87

Grade		Magazines: Number Per Grade	Magazines: Average Number Completed	Magazines: Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	9	7.2	80	33	89
	System	9	6.3	70	24	6469
02	School	6	6.9	115	100	75
	System	6	5.6	93	68	5635
03	School	6	4.8	80	54	84
	System	6	5.1	85	50	5233
04	School	4	4.3	108	95	79
	System	4	4.1	103	77	4974
05	School	4	3.5	88	87	67
	System	4	4.0	100	78	4508
06	School	4	3.9	98	95	76
	System	4	4.0	100	82	2199
07	School	4	4.0	100	86	64
	System	4	3.8	95	77	1622

7/08/87
ADAMSVILLE ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Mathematics
1986-87

Grade		Chapters: Number Per Grade	Chapters: Average Number Completed	Chapters: Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	13	12.5	96	88	89
	System	13	11.7	90	61	6894
02	School	13	11.8	91	69	75
	System	13	12.0	92	63	5770
03	School	13	11.8	91	46	84
	System	13	11.5	89	51	5265
04	School	13	11.3	87	53	79
	System	13	11.1	85	43	4974
05	School	13	12.2	94	48	67
	System	13	11.0	85	43	4514
06	School	13	11.4	88	36	76
	System	13	11.6	89	50	2202
07	School	14	7.2	51	0	64
	System	14	11.5	82	39	1625

Adamsville Elementary School

August 20, 1987

CALIFORNIA ACHIEVEMENT TESTS - UNMATCHED
(KINDERGARTEN ONLY)

	Number Tested		National Norm	Percent Above National Norm				Composite Mean Scale Score	
				Reading		Mathematics			
	1986	1987		1986	1987	1986	1987	1986	1987
School	93	97	50	43	66	74	71	--	515
System	6,069	5,939	50	58	68	76	78	--	532

9/21/87 ADAMSVILLE ELEMENTARY SCHOOL

Iowa Tests Of Basic Skills - Unmatched

Reading

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Percent At/Above National Norm Diff
01		86	84	50	43	48	5
02		73	73	50	99	82	-17
03		85	78	50	75	58	-17
04		67	79	50	67	82	15
05		81	65	50	40	51	11
06		63	74	50	33	70	37
07		60	60	50	22	62	40
	School Total	515	513	50	55	65	10
	Elem. 1-5 Schools	12,767	13,349	50	46	53	7
	Elem. 1-7 Schools	16,604	16,743	50	36	45	9

Mathematics

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Percent At/Above National Norm Diff
01		86	84	50	59	80	21
02		73	73	50	100	89	-11
03		83	78	50	51	47	-4
04		67	79	50	79	73	-6
05		81	65	50	41	43	2
06		63	74	50	37	47	10
07		60	60	50	18	73	55
	School Total	513	513	50	56	65	9
	Elem. 1-5 Schools	12,738	13,306	50	58	65	7
	Elem. 1-7 Schools	16,549	16,701	50	46	56	10

09/22/87

ADAMSVILLE ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS - MATCHED
PERCENT OF STUDENTS AT OR ABOVE NATIONAL NORM AND MEAN GRADE EQUIVALENT SCORES
(ONLY PUPILS WHO ATTENDED THE SCHOOL FROM SPRING 1986 THROUGH SPRING 1987)

GRADE	TYPE SCORE	NATIONAL NORM	TOTAL READING N	TOTAL READING 1986	TOTAL READING 1987	TOTAL READING DIFF	TOTAL MATH N	TOTAL MATH 1986	TOTAL MATH 1987	TOTAL MATH DIFF
02	PERCENT	50	53	49	83	34	53	66	91	25
	MEAN GE	2.7		2.0	4.4	2.4		2.1	4.3	2.2
03	PERCENT	50	57	96	58	-38	57	98	51	-47
	MEAN GE	3.7		4.6	4.0	-0.6		4.7	3.8	-0.9
04	PERCENT	50	58	78	86	8	58	52	76	24
	MEAN GE	4.7		4.5	5.7	1.2		3.8	5.3	1.5
05	PERCENT	50	53	68	55	-13	53	77	42	-35
	MEAN GE	5.7		5.1	5.8	0.7		5.2	5.6	0.4
06	PERCENT	50	65	35	71	36	65	42	48	6
	MEAN GE	6.7		5.4	7.5	2.1		5.6	6.7	1.1
07	PERCENT	50	52	31	65	34	52	35	73	38
	MEAN GE	7.7		6.4	7.9	1.5		6.4	8.1	1.7
SCHOOL TOTAL										
	PERCENT	50	338	59	70	11	338	61	63	2
	MEAN GE			4.8	5.8	1.0		4.8	5.5	0.7
ELEM SCHOOL K - 5										
	PERCENT	50	15,470	44	49	5	15,391	57	60	3
	MEAN GE			3.1	4.2	1.1		3.4	4.4	1.0
ELEM SCHOOL K - 7										
	PERCENT	50	18,586	43	48	5	18,501	55	59	4
	MEAN GE			3.6	4.6	1.0		3.8	4.8	1.0

IOWA TESTS OF BASIC SKILLS
STATE-MANDATED NORM-REFERENCED TESTING
1986-87

August 20, 1987

Adamsville Elementary School

SOCIAL STUDIES

Grade	Tested	Median Percentile				Mean GE			
		National Norm	State	System	School	National Norm	State	System	School
02	73	50	68	78	99	2.7	3.5	4.2	7.2
04	64	50	61	62	78	4.7	5.3	5.3	6.5
07	52	50	54	50	52	7.7	7.9	7.6	7.8

SCIENCE

Grade	Tested	Median Percentile				Mean GE			
		National Norm	State	System	School	National Norm	State	System	School
02	73	50	57	62	91	2.7	3.0	3.2	5.3
04	64	50	66	62	76	4.7	5.6	5.4	6.4
07	52	50	60	52	52	7.7	8.5	7.8	7.8

09/22/87

ADAMSVILLE ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

PROJECT	GROUP	YEAR	ITBS/TAP SCORES READING TOTAL GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. READING	SCHOOL	1986	4	21	29	38	3	33	10	47							46	38
		1987		48		66		49		52								60
		GAIN		27		28		16		5								22
	TOTAL ELEM	1986	638	28	1307	33	1045	33	516	35	256	32	45	31	12	49	3819	32
		1987		50		44		41		42		39		39		48		43
		GAIN		22		11		8		7		7		8		-1		11
NO READING PROJECT	SCHOOL	1986	1	47	39	54	67	76	60	60	57	53	69	45	52	43	345	56
		1987		45		82		52		63		51		56		53		58
		GAIN		-2		28		-24		3		-2		11		10		2
	TOTAL ELEM	1986	340	33	3645	54	3471	55	3641	47	3537	47	1890	43	1399	46	17923	49
		1987		50		58		51		51		48		47		50		51
		GAIN		17		4		-4		4		1		4		4		2

09/22/87

ADAMSVILLE ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
MATH TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. MATH	SCHOOL	1986	4	18	22	44											26	40
		1987		69		80												78
		GAIN		51		36												38
	TOTAL ELEM	1986	632	27	1268	40	965	36	534	31	236	29	37	34	23	45	3695	34
		1987		59		59		43		43		36		43		45		51
		GAIN		32		19		7		12		7		9				17
NO MATH PROJECT	SCHOOL	1986	1	48	46	58	70	85	70	48	57	59	69	48	52	45	365	57
		1987		61		83		44		62		47		49		58		56
		GAIN		13		25		-41		14		-12		1		13		-1
	TOTAL ELEM	1986	343	40	3622	64	3524	66	3591	50	3546	50	1898	46	1384	48	17908	55
		1987		60		70		53		55		50		48		53		56
		GAIN		20		6		-13		5				2		5		1

09/11/87
ADAMSVILLE ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (FIRST GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPTS FOR READING			LITERAL COMPREHENSION			INFERENTIAL COMPREHENSION				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	
SCHOOL	1986	87	82	83	80	66	82	91	87	84	75	66	216
	1987	84	89	77	76	67	77	88	92	92	71	77	215
SYSTEM	1987	6662	79	65	68	61	78	81	81	82	64	70	211
STATE	1987	94106	84	76	75	59	77	85	80	81	60	69	212
DIFF. 86-87 SCHOOL			7	-6	-4	1	-5	-3	5	8	-4	11	-1
DIFF. SCHOOL-SYSTEM (1987)			10	12	8	6	-1	7	11	10	7	7	4
DIFF. SCHOOL-STATE (1987)			5	1	1	8	0	3	12	11	11	8	3

MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPT IDENTIFICATION							COMPONENT OPERATIONS				PROBLEM SOLVING				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
SCHOOL	1986	87	93	91	84	80	92	98	84	80	87	84	86	90	85	80	84	218
	1987	84	90	96	89	92	86	95	80	83	90	92	90	99	96	87	88	217
SYSTEM	1987	6661	87	88	71	80	78	93	68	77	82	81	84	85	93	77	83	211
STATE	1987	94104	90	91	79	81	80	94	68	71	84	81	85	91	95	82	82	213
DIFF. 86-87 SCHOOL			-3	5	5	12	-6	-3	-4	3	3	8	4	9	11	7	4	1
DIFF. SCHOOL-SYSTEM (1987)			3	8	18	12	8	2	12	6	8	11	6	14	3	10	5	6
DIFF. SCHOOL-STATE (1987)			0	5	10	11	6	1	12	12	6	11	5	8	1	5	6	4

09/11/87
ADAMSVILLE ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (THIRD GRADE)
READING
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	LITERAL COMPREHENSION		INFERENTIAL COMPREHENSION			PROBLEM SOLVING			MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8		
SCHOOL	1986	85	28	12	27	26	35	15	22	15	214	94
	1987	77	40	21	39	38	12	16	23	5	204	91
SYSTEM	1987	4850	32	10	37	30	10	14	21	8	208	90
STATE	1987	77529	22	7	25	24	7	10	16	5	214	94
DIFF. SCHOOL	86-87		12	9	12	12	-23	1	1	-10	-10	-3
DIFF. SCHOOL-SYSTEM (1987)			8	11	2	8	2	2	2	-3	-4	1
DIFF. SCHOOL-STATE (1987)			18	14	14	14	5	6	7	0	-10	-3

MATHEMATICS
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	CONCEPT IDENTIFICATION				COMPONENT OPERATIONS			PROBLEM SOLVING					MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8	9	10	11	12		
SCHOOL	1986	85	33	14	6	4	9	21	34	7	49	13	19	12	217	98
	1987	77	36	60	79	36	61	55	61	36	40	35	18	29	195	79
SYSTEM	1987	4848	25	37	59	31	43	45	42	17	20	23	12	20	205	86
STATE	1987	77542	17	30	53	26	40	36	32	17	14	19	9	16	210	92
DIFF. SCHOOL	86-87		3	46	73	32	52	34	27	29	-9	22	-1	17	-22	-19
DIFF. SCHOOL-SYSTEM (1987)			11	23	20	5	18	10	19	19	20	12	6	9	-10	-7
DIFF. SCHOOL-STATE (1987)			19	30	26	10	21	19	29	19	26	16	9	13	-15	-13

Ob, 31/87
ADAMSVILLE ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (SIXTH GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	LITERAL COMPREHENSION			INFERENTIAL COMPREHENSION				PROBLEM SOLVING				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	
SCHOOL	1986	66	73	68	50	39	71	83	78	70	50	68	67	199
	1987	73	84	95	67	66	82	93	85	97	81	96	79	208
SYSTEM	1987	4374	72	67	45	39	72	75	68	66	55	72	58	200
STATE	1987	75905	83	77	57	54	81	84	78	76	68	81	73	207
DIFF. SCHOOL	86-87		11	27	17	27	11	10	9	27	31	28	12	9
DIFF. SCHOOL-SYSTEM (1987)			12	28	22	27	10	18	17	31	28	24	21	8
DIFF. SCHOOL-STATE (1987)			1	18	10	12	1	9	7	21	13	15	6	1

MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPT IDENTIFICATION				COMPONENT OPERATIONS			PROBLEM SOLVING					MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	12	
SCHOOL	1986	66	45	82	91	41	41	58	27	52	44	70	71	21	193
	1987	73	74	97	97	82	62	81	49	77	60	79	86	68	204
SYSTEM	1987	4379	62	75	88	58	57	63	54	61	48	68	73	43	200
STATE	1987	75940	70	80	92	64	75	72	67	74	60	77	84	61	206
DIFF. SCHOOL	86-87		29	15	6	41	21	23	22	25	16	9	15	47	11
DIFF. SCHOOL-SYSTEM (1987)			12	22	9	24	5	18	-5	16	12	11	13	25	4
DIFF. SCHOOL-STATE (1987)			4	17	5	18	-13	9	-18	3	0	2	2	7	-2

8/03/87

ADAMSVILLE ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87
READING

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	97	99	96	97	96	96	95	97	96	97										10	95
	SYSTEM	97	99	93	98	92	92	89	96	95	98										9	5,992
	DIFF	0	0	3	-1	4	4	6	1	1	-1										1	
01	SCHOOL	100	100	100	100	100	100	100	98	97	100	100	100	98	99	100					15	87
	SYSTEM	92	85	84	89	82	84	83	81	82	89	84	87	90	95	94					13	6,755
	DIFF	8	15	16	11	18	16	17	17	15	11	16	13	8	4	6					2	
02	SCHOOL	85	100	84	84	84	84	84	84	99	85	85	97	99	97	97					13	73
	SYSTEM	89	94	88	88	88	88	86	89	91	87	88	90	93	93	94					13	5,642
	DIFF	-4	6	-4	-4	-4	-4	-2	-5	8	-2	-3	7	6	4	3					0	
03	SCHOOL	78	70	73	67	68	67	67	68	80	77	67	68	67	78	67	80	80			12	79
	SYSTEM	90	88	90	88	89	89	86	87	93	91	87	89	86	91	87	93	93			15	5,128
	DIFF	-12	-18	-17	-21	-21	-22	-19	-19	-13	-14	-20	-21	-19	-13	-20	-13	-13			-3	
04	SCHOOL	97	97	97	97	97	97	97	97	97	97	97	97	97	97	97					15	79
	SYSTEM	93	93	92	93	92	93	90	92	92	92	92	92	93	92	94					14	4,854
	DIFF	4	4	5	4	5	4	7	5	5	5	5	5	4	5	3					1	
05	SCHOOL	98	98	98	98	100	98	98	97	98	98	98	98	98	98	98	98	98	98	100	19	65
	SYSTEM	94	94	94	93	94	94	94	93	94	94	93	94	93	93	92	93	93	94	94	18	4,382
	DIFF	4	4	4	5	6	4	4	4	4	4	5	4	5	5	6	5	5	4	6	1	
06	SCHOOL	100	95	99	93	99	92	99	97	99	95	95	96	88	96	96	92	67	89		17	75
	SYSTEM	95	94	95	93	93	92	94	93	94	92	94	93	91	93	94	93	91	93		17	4,387
	DIFF	5	1	4	0	6	0	5	4	5	3	1	3	-3	3	2	-1	-24	-4		0	
07	SCHOOL	97	97	97	97	97	97	97	97	97	97	97	97	97	97						14	63
	SYSTEM	93	93	93	93	92	92	92	93	91	92	92	92	92	92						13	3,463
	DIFF	4	4	4	4	5	5	5	4	6	5	5	5	5	5						1	

8/03/87

ADAMSVILLE ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87
MATHEMATICS

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	95	95	96	92	97	95	95	94	94	95	89									10	93
	SYSTEM	98	95	94	94	94	95	94	93	92	96	87									10	5,905
	DIFF	-3	0	2	-2	3	0	1	1	2	-1	2									0	
01	SCHOOL	98	98	98	97	98	97	98	98	98	98	98	98								12	87
	SYSTEM	98	98	96	93	92	91	87	88	88	90	90	91								11	6,772
	DIFF	0	0	2	4	6	6	11	10	10	8	8	7								1	
02	SCHOOL	99	99	89	89	89	88	92	93	92	97	95	95	93	96	85					14	74
	SYSTEM	97	96	93	93	91	92	93	95	92	96	95	95	93	92	90					14	5,655
	DIFF	2	3	-4	-4	-2	-4	-1	-2	0	1	0	0	0	4	-5					0	
03	SCHOOL	66	62	66	66	64	62	66	64	63	62	62	62	63	62	62	62	61			11	76
	SYSTEM	94	94	91	93	89	89	88	89	92	90	88	89	90	90	89	88	88			15	5,138
	DIFF	-28	-32	-25	-27	-25	-27	-22	-25	-29	-28	-26	-27	-27	-28	-27	-26	-27			-4	
04	SCHOOL	99	99	99	99	99	99	100	100	99	99	99	100	100	100	100	99				16	74
	SYSTEM	94	92	95	93	91	90	92	93	91	92	89	91	92	91	90	88				15	4,860
	DIFF	5	7	4	6	8	9	8	7	8	7	10	9	8	9	10	11				1	
05	SCHOOL	100	100	100	97	97	97	97	98	98	97	97	95	100	97	95	97	95			17	65
	SYSTEM	94	94	93	92	93	92	92	90	91	93	89	91	91	89	90	87	87			15	4,389
	DIFF	6	6	7	5	4	5	5	8	7	4	8	4	9	8	5	10	8			2	
06	SCHOOL	91	73	74	86	89	81	73	91	86	91	72	86	77	78	57	51	57			13	74
	SYSTEM	94	89	91	90	91	89	87	90	88	89	87	89	87	87	85	84	84			15	4,396
	DIFF	-3	-16	-17	-4	-2	-8	-14	1	-2	2	-15	-3	-10	-9	-28	-33	-27			-2	
07	SCHOOL	98	98	98	98	98	98	98	98	98	98	98	98	98	98	98	98	98			17	64
	SYSTEM	94	92	94	92	92	91	91	92	90	91	91	91	92	91	91	90	88			16	3,418
	DIFF	4	6	4	6	6	7	7	6	8	7	7	7	6	7	7	8	10			1	

7/08/87 ADAMSVILLE ELEMENTARY SCHOOL

1986-87 Progression Status Report

Grades K - 7

Grade		Promoted N	Promoted Percent	Admin. Placed N	Admin. Placed Percent	Retained N	Retained Percent	Total N
K	School	88	88.0		.0	12	12.0	100
	System	5,256	86.9	91	1.5	703	11.6	6,050
01	School	88	100.0		.0		.0	88
	System	5,471	80.2	260	3.8	1,093	16.0	6,824
02	School	50	79.4	2	3.2	11	17.5	63
	System	4,773	84.7	309	5.5	550	9.8	5,632
03	School	72	85.7	3	3.6	9	10.7	84
	System	4,239	80.9	268	5.1	734	14.0	5,241
04	School	75	94.9	3	3.8	1	1.3	79
	System	4,379	89.0	277	5.6	263	5.3	4,919
05	School	64	95.5	1	1.5	2	3.0	67
	System	4,136	92.2	220	4.9	129	2.9	4,485
06	School	58	76.3	15	19.7	3	3.9	76
	System	3,801	84.7	258	5.7	430	9.6	4,489
07	School	64	100.0		.0		.0	64
	System	3,284	89.8	186	5.1	188	5.1	3,658